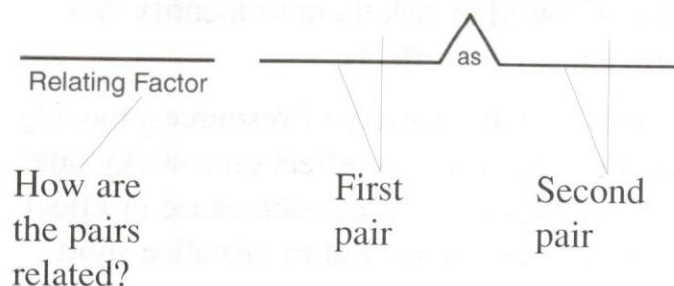


# Map Memo

## BRIDGE MAP

Use this map for  
SEEING RELATIONSHIPS AND ANALOGIES



### Key Words

Identify the Relationship  
Guess the Rule  
Symbolism  
Metaphor  
Allegory  
Analogy  
Simile

## Hints

**Remember:** The key to the Bridge Map is the Relating Factor. To get students in the habit of stating the relating factor, ask them to write a sentence for each Bridge Map.

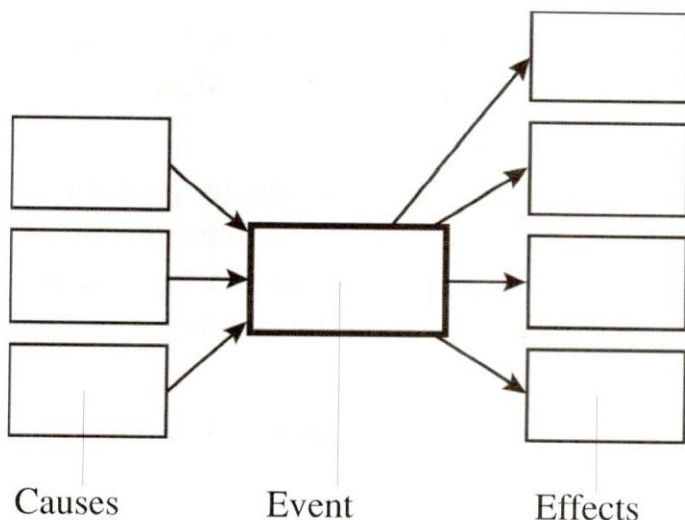
Remind students that the relating factor should take the place of the phrase, “is to.”

**The Frame of Reference:** Students should identify what is influencing the way they see the analogy. In the Frame of Reference, they should include cultural influences as well as experiences and resources.

# Map Memo

## **MULTI-FLOW MAP**

Use this map for  
**CAUSE AND EFFECT**



### Key Words

Causes and Effects  
Discuss the Consequences  
What would happen if?  
If . . . Then  
Predict  
Describe the Change  
Identify the Motivation  
Behind  
Identify the Results of  
What happened because of?

## **Hints**

**Remember:** Begin with the center of the map — the event — and then work with either the causes or the effects.

The event should be a “happening.” Think of it as a headline in the paper. Could your event be a headline?

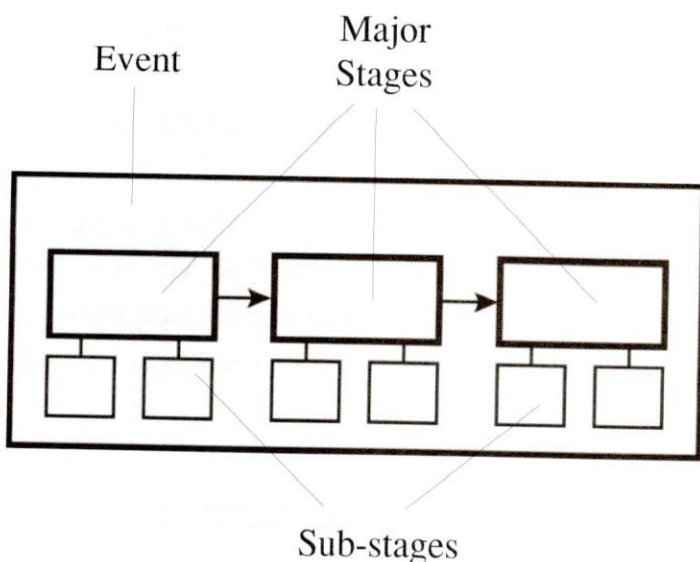
You can do “one-sided” Multi-Flow Maps which focus on either the causes or the effects, but not both.

**The Frame of Reference:** Ask students, “How do you know what you know?” and “Where did you get your information?” These questions ask them to examine the causes and effects they are listing in the map. Ask them if the information is based on fact or opinion.

# Map Memo

## FLOW MAP

Use this map for  
SEQUENCING



### Key Words

Sequence  
Put in Order  
Retell/Recount  
Cycles  
Patterns  
Show the Process  
Solve Multi-Step  
Problems

## Hints

**Remember:** You can do a Flow Map with or without the sub-stages.

A Flow Map can be drawn horizontally, vertically, or in any direction as long as each stage is drawn in a box and connected with an arrow.

**The Frame of Reference:** Students often use the Frame with the Flow Map to name the event that is being sequenced.

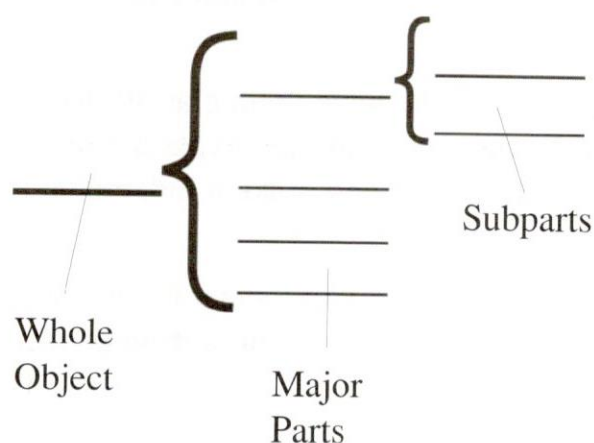
The frame can also be used to tell what past experience or knowledge influenced the way the writer shows the steps in the process or sequence.



# Map Memo

## BRACE MAP

Use this map for  
WHOLE TO PART RELATIONSHIPS



### Key Words

Parts of  
Show the Structure  
Take Apart  
Identify the Structure  
Physical Components  
Anatomy

## Hints

**Remember:** The Brace Map is for showing **parts of a concrete** object.

Think of the bracket as an = sign. All of the major parts must equal the whole object, just as all of the subparts must equal the major part.

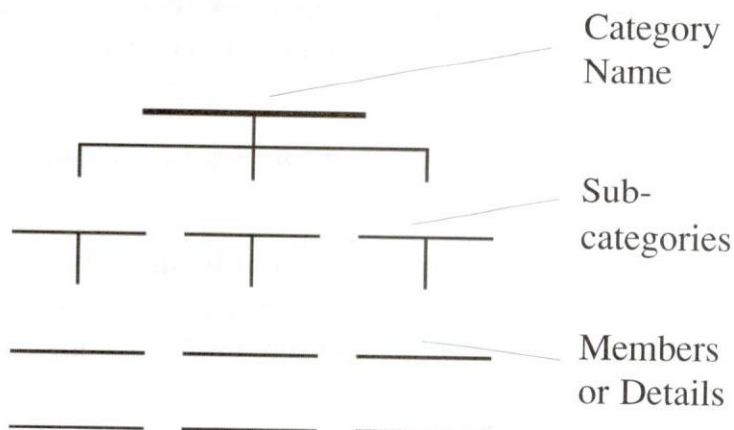
If one major part has subparts, the other major parts do **not** have to have subparts as well.

**The Frame of Reference:** Use the Frame to help students identify the resources they have used to determine the parts and subparts.

# Map Memo

## TREE MAP

Use this map for  
CLASSIFYING



### Key Words

Classify  
Sort  
Group  
Categorize  
Identify Main Idea and  
Supporting Idea  
Give Sufficient and  
Related Details  
Kinds of  
Taxonomy

## Hints

**Remember:** The Tree Map can be used for a wide variety of purposes. Students can:

1. Classify lists or groups of things or
2. Elaborate on specific details about a topic.

This map is great for sorting in centers with kindergarten students as well as teaching students to take notes and organize their thoughts.

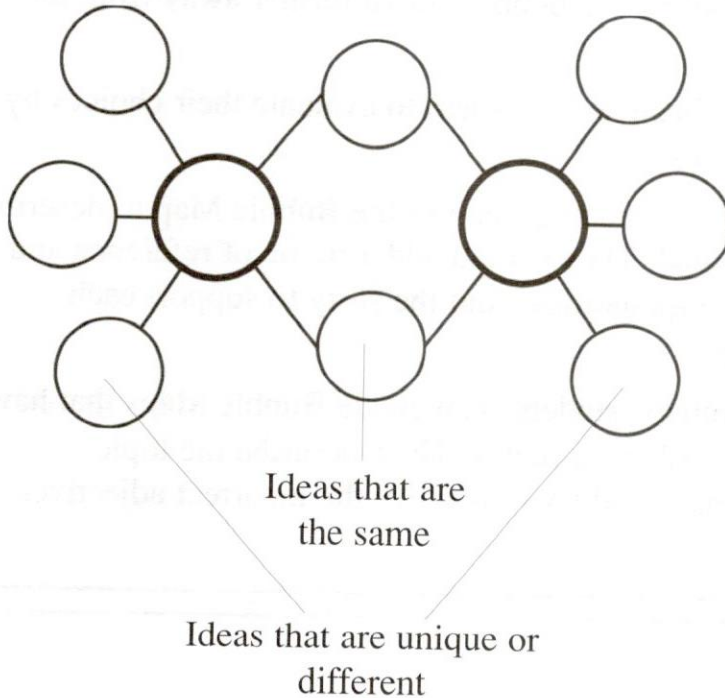
**The Frame of Reference:** If the Tree Map is used to sort lists, adding a frame encourages students to think about why they are classifying ideas the way they are. If students are using the Tree to identify details, main ideas, and topics, the frame requires them to identify the sources or past knowledge and experiences they referenced.



# Map Memo

## DOUBLE BUBBLE MAP

Use this map for  
COMPARING AND CONTRASTING



### Key Words

Compare  
Contrast  
Similarities  
Differences  
Distinguish between  
Differentiate

## Hints

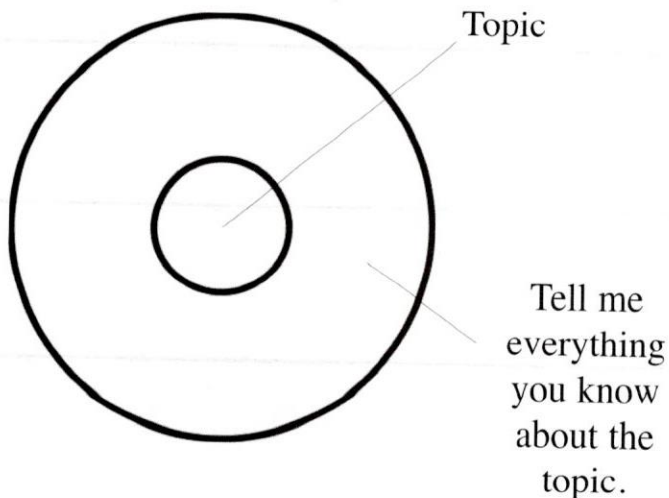
**Remember:** Students can record similarities and differences using any word or phrase (not just adjectives like the Bubble Map).

**The Frame of Reference:** Using the frame with the Double Bubble Map causes students to identify where they are getting the information they are using to complete the map. Are they using prior knowledge or specific past experiences? Are they using information they have read from a specific textbook or seen on a video? Are they being asked to use their observation skills to determine similarities and differences? The sources or experiences should be recorded in the Frame of Reference.

# Map Memo

## CIRCLE MAP

Use this map for  
DEFINING IN CONTEXT



### Key Words

Context  
List  
Define  
Tell everything you know  
Brainstorm  
Identify  
Relate prior knowledge  
Explore the meaning  
Associate  
Generate

## Hints

**Remember:** Students have a tendency to limit their “brainstorming.” For example, if you are doing a Circle Map on food, one student may call out a kind of food and then everyone else follows suit and just gives different kinds of food. You will need to encourage them to include all kinds of information in the circle. You may need to add “can improve or hurt health” in order to get them to truly brainstorm.

**The Frame of Reference:** Using the frame with the Circle Map allows students to add a context for their definition. They should include:

1. Where they got their information,
2. What past experiences influenced their definition, or
3. Any other resource they used in order to define or tell about the concept.

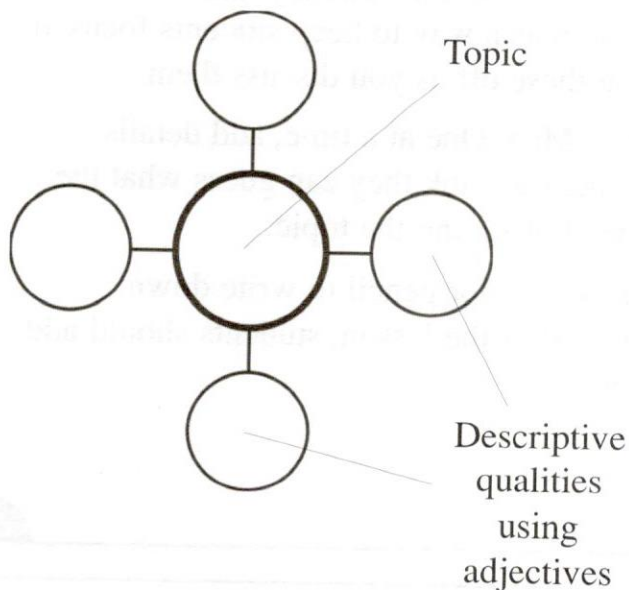
Ask them: “How do you know what you know?”



# Map Memo

## **BUBBLE MAP**

Use this map for  
**DESCRIBING**



### Key Words

Describe  
Use vivid language  
Use your five senses  
Qualities  
Attributes  
Characteristics  
Properties

## **Hints**

**Remember:** Adjectives Only!!!! In order to help students use adjectives only, you might:

1. Have a Circle Map on the board as a “place” to put good ideas that are not adjectives.
2. Draw a picture of each of the 5 senses around each bubble.

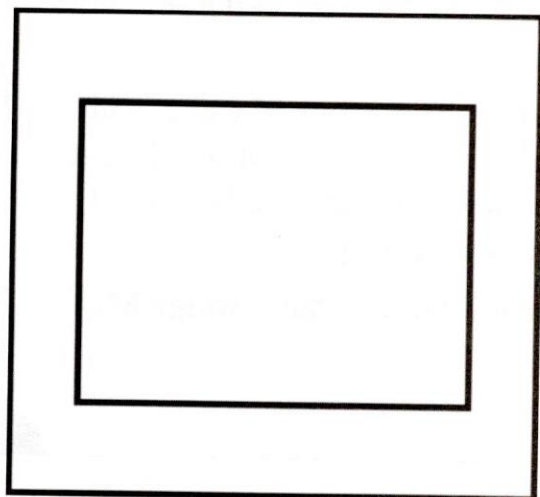
**The Frame of Reference:** Using the frame with the Bubble Map allows students to justify the inferences they made about a topic. In the frame, they should include specific quotes from a source or specific support for the adjectives they choose. This activity requires students to evaluate their word choice. Ask them: “How do you know that \_\_\_\_ can be described as \_\_\_\_\_?”



# Map Memo

## THE FRAME OF REFERENCE

Use this map for  
REFLECTIVE THINKING



### Key Questions

"How do you know what you know?"  
"Where did you get your information?"  
"What is influencing the information in  
your map?"  
"Why is this information important?"  
"What have you learned by making this  
map?"

## Hints

Remember: The Frame of Reference can be used with ANY map.

You can add the Frame of Reference before you make the map, especially if you want students to either reference a specific source or you want them to think of the information from a specific point of view.

You can add the Frame of Reference after you make the map so that students learn to become more reflective thinkers.

You can use the Frame of Reference to teach students how to reference a specific source or give evidence from a text or experience to support their ideas.